



Barlby Primary School

Admissions Policy

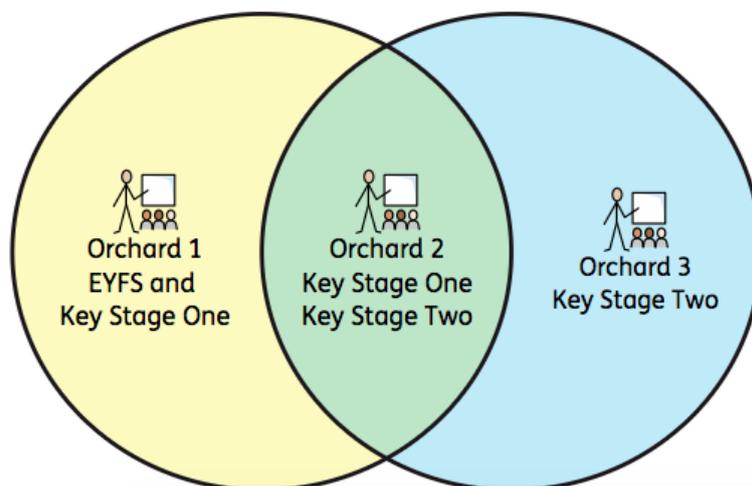
The Orchard (Additional Resource Provision)

Admissions

The Orchard is an Additional Resource Provision (ARP) for pupils with a primary diagnosis of autism, who benefit from small class sizes in a bespoke learning environment. Admissions are organised with case workers from our Local Authority (LA), who aim to prioritise residents of the Royal Borough of Kensington and Chelsea (RBKC). The Orchard is named on pupils' Education, Health and Care Plans (EHCP) in Section I, as well as in the provision for Section F.

The Orchard is commissioned for 18 places from Reception to Year 6. Due to high local demand, there are mixed-age classes to ensure fluidity of movement for new phase transfers each academic year i.e. if there are two Year 6 pupils leaving, there will be two Reception spaces available in the following September.

During the admissions process (see below), the SENCO will select pupils based on criteria that ensure they will benefit from all aspects of our setting, within a mainstream school. The Orchard caters for pupils who show the foundation of skills for learning, such as joint attention and active engagement in adult-led activities. Pupils will be working at Pre Key Stage Standards or National Curriculum expectations rather than the Engagement Model (P-Levels 1-4). We also consider pupils' social communication, emotional regulation and independent skills.

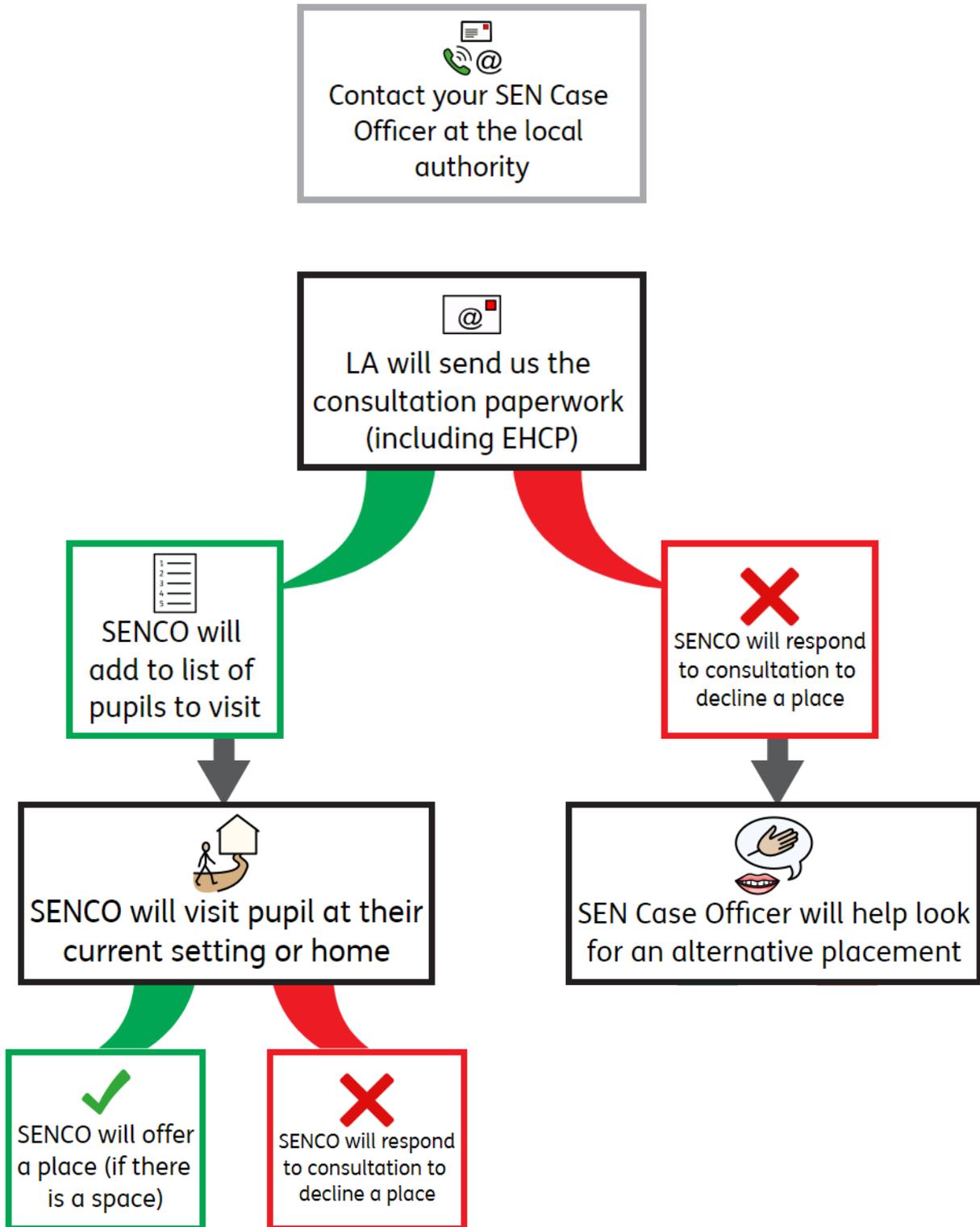


The Orchard Classrooms

Pupils are expected to access inclusion in their mainstream link class regularly, for example lessons aligned with their strengths/interests, or attending assemblies, lunch times and whole school events. Being located within a busy, mainstream school is a key aspect of our setting and the aim is for all pupils to benefit from the social integration opportunities. All staff at our school share a commitment to inclusion and understand that with the right learning environment and interpersonal support, all pupils can achieve.



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Learning Environment

The Orchard classrooms have group areas, learning workstations and a choosing corner. Pupils' personal schedules are displayed clearly to show the order of activities in their day, using developmentally appropriate visuals e.g. photos, symbols, and/or written word. The Orchard has a specially fitted 'Sensory Room' and its own outdoor terrace, as well as pupils having access to facilities in the mainstream school, such as the hall, playground and ICT suite.



Orchard Classroom



Sensory Room



Outdoor Terrace

Staffing

All classrooms are staffed by a Class Teacher and a team of Learning Support Assistants, who are trained and experienced in supporting autistic children. We do **not** follow a one-to-one model and instead encourage pupils to work with a range of adults to foster their independence in multiple contexts. We aim to maintain a consistent team each year, so staff develop strong relationships with pupils and their families. We also have a Speech and Language Therapist (SALT) and an Occupational Therapist (OT) who provide the support outlined on pupils' EHCPs.



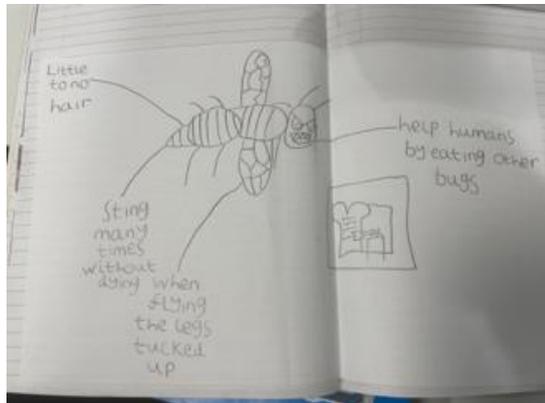
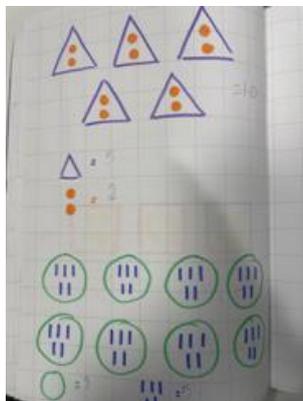
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Orchard Staff Team

Teaching & Learning

Staff plan and deliver core curriculum tasks in the morning and wider curriculum group activities in the afternoons that are underpinned by our termly topic. Activities are designed at developmentally appropriate levels rather than age-related expectations, as this ensures tasks are tailored to individuals' strengths and challenges. Pupils work through Pre Key Stage Standards and National Curriculum objectives from their individual starting points.





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Example outcomes

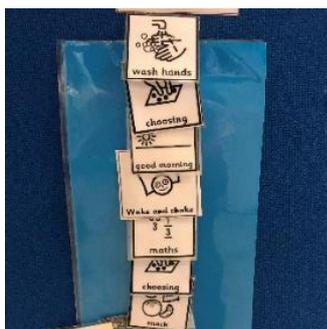
Teachers work *with* pupils' neurodiversity, by planning and delivering activities that are desirable (linked to their interests) and predictable (highly structured and logical). Lessons usually have a multisensory element, which appeals to differing sensory profiles. There is a balance of adult-led activities and child-led continuous provision throughout the day.

SCERTS

The SCERTS model forms an overarching umbrella for our approach in The Orchard. Through SCERTS we develop pupils' Social Communication and Emotional Regulation as the most important competencies needed for a fulfilling education and a life as independent as possible. We do this through the implementation of Transactional Supports, which include day-to-day interpersonal strategies for all interactions, as well as adaptations to focused tasks and specific learning supports for activities.



- Social Communication
- Emotional Regulation
- Transactional Support



Example Learning Supports



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The SCERTS assessment process enables us to track pupils' progress using specific objectives within areas of Joint Attention, Symbol Use, Mutual Regulation and Self-Regulation. These are broken down into small steps and pupils work towards termly targets set in their Individualised Education Plans (IEPs).

Life Skills

On a weekly basis, Orchard pupils go on a local walk e.g. to the park, Sainsbury's, library or café. These trips are designed to develop road safety awareness, understanding of danger and independence in the community. Many parents have reported the positive impact these trips have had on their confidence with taking their child out and about, for example learning to follow a shopping list.



Local Walks

Inclusion

Each pupil is linked to a mainstream class and has regular social opportunities with their same-age peers. Inclusion in mainstream lessons is timetabled on an individual basis and dependent on the pupil's joint attention skills, cognitive and language abilities, as well as whether the lesson appeals to their strengths and interests. We work with mainstream teachers to ensure everyone is aware of their pupil's inclusion targets and how to best support them.



Inclusion in mainstream lessons



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'Reverse Inclusion' can be effective for those who cannot yet manage the mainstream classroom environment. This involves a small group of peers coming to The Orchard for structured activities. This model of inclusion has been effective since The Orchard opened in 2013 and all pupils have grown up alongside their autistic peers, developing inclusive attitudes that they will take forward to secondary school and into later life.

Team Teach

The Orchard's bespoke learning environment and the co-regulation strategies that staff provide usually help to de-escalate any anxiety or distress pupils may experience throughout a busy school day. Staff aim to teach children personal strategies for emotional regulation using sensory-motor supports, language supports and metacognitive supports, depending on their developmental stage.

On the few occasions when a pupil experiences a period of extreme dysregulation, staff are trained in Team Teach methods *as a last resort*, to physically guide the pupil to a safe space. Once the pupil is safe, staff will continue to support them to co-regulate. Physical intervention is only used in the following circumstances, as a *reasonable* and *proportionate* response:

1. There is a risk to self
2. There is a risk to others
3. There is a risk to property

Staff across the whole school use a relational, responsive and restorative approach to behaviour (see Emotions, Relationships and Behaviour Policy). The school follow a 'fresh start' philosophy, so when the pupil returns to the classroom or activity, staff maintain a positive attitude, whilst remaining receptive to the pupil's emotional wellbeing. Staff model mutually respectful relationships through our school values.

Policy Reviewed – May 2023
To be reviewed – May 2024